

Inspection of Hatch Warren Under Fives Preschool

Hatchwarren Community Centre, Longcross Lane, Hatch Warren, Basingstoke, Hampshire RG22 4XF

Inspection date: 16 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted by friendly staff at this inviting pre-school. Staff know children well and on arrival talk about some of the exciting activities that are set up. This helps children get excited about the day ahead. Children demonstrate affectionate bonds with staff and make friends with ease. They readily invite them into their self-chosen play. Children freely explore between sensory activities in one room and an abundance of exciting activities in the garden and main room. They show that they are independent and confident learners.

Children love being outdoors in the fresh air. They play cooperatively and make up their own games. For example, they play hide-and-seek and giggle to each other when hiding, waiting in anticipation to be found. Children skilfully run around obstacles and climb on large equipment, showing good agility and controlled movements. These experiences contribute to children's social skills, as well as their physical well-being.

Staff have high expectations for behaviour and conduct. Children follow these well and are regularly reminded about the 'rules', such as using 'walking feet' when inside. Older children use strategies, that have been previously taught by staff to solve minor conflict amicably, such as when they want the same toy. Children's increasing ability to show compassion and understanding is clearly evident, such as when older children explain to younger children to be careful when in the garden to keep safe.

What does the early years setting do well and what does it need to do better?

- The newly appointed manager has a clear vision for the education and care children receive at the pre-school. She is highly effective at reflecting on existing practices and making successful adaptations. For instance, in order for children to calm down and relax before lunch time, they practise their fine motor skills as they listen carefully to instructions and manipulate play dough in small groups. This also strengthens the small muscles in their hands in preparation for early writing.
- Staff narrate children's actions as they play and explore. They repeat new vocabulary to encourage children to apply these words. For example, while children play with magnetic shapes they notice their faces on the shiny surfaces. Staff introduce words, such as 'reflection' to extend children's already good communication and language skills. Children with special educational needs and/or disabilities are provided with targeted interventions to aid their communication with others. For example, at snack time they give a picture of the fruit they would like to eat to member of staff at the table. This is an inclusive way to show that all children's choices are valued.

- The manager supports staff to put in place a newly devised educational programme, which is tailored to children's needs and interests. She regularly monitors the effectiveness of this on children's learning. For example, based on discussions with parents about children's home experiences, more messy activities are now available to children. This has resulted in an increase in children being more creative and imaginative.
- Staff observe and assess children regularly to gain a good understanding of what children already know and can do. They use this information to identify each child's next steps in learning and plan activities to support children's ongoing progress. However, on occasion, staff do not plan sharply enough so that their teaching precisely matches children's stages of development. At these times, individual children's learning is not fully taken to the highest level.
- The manager and staff recognise the importance of raising children's awareness of the diversity of family backgrounds represented in the pre-school. Staff have some knowledge of children's cultural backgrounds and home languages. However, they do not consistently support children to use their home languages in the pre-school, or share aspects of their own cultural heritage with each other. This does not help them to fully understand what makes them unique.
- The manager and staff's partnership with parents is strong. Parents comment on the high quality of care and attention given to their children. They say their children come out at the end of the day with huge smiles. They particularly like the variety of suggestions from staff to share children's experiences at the pre-school with their parents and carers; for example when their children wear 'ask me about' stickers to start a conversation with their child about their achievements that day. This approach has made a positive difference to children's self-esteem as they are very proud of themselves.

Safeguarding

The arrangements for safeguarding are effective.

The manager is committed to keeping children safe from harm. Staff complete regular safeguarding training to keep their knowledge current. Staff have a comprehensive understanding of the signs that could indicate a child is at risk of abuse, including exposure to extremist views and behaviours. They know procedures to follow to ensure their concerns are reported to the appropriate agencies in a timely manner. Staff use risk assessments effectively to provide children with a safe and secure learning environment. The committee employs trained individuals who follow a rigorous recruitment process to check the suitability of staff working with children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to enhance their planning to precisely reflect children's learning interests and stages of development.
- provide more opportunities for children to learn more about their different cultural backgrounds, including their home languages and other aspects of their family heritage.

Setting details

Unique reference number	EY408886
Local authority	Hampshire
Inspection number	10285794
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	54
Name of registered person	Hatch Warren Under Fives Pre-School Limited
Registered person unique reference number	RP903495
Telephone number	01256322788
Date of previous inspection	19 October 2017

Information about this early years setting

Hatch Warren Under Fives Preschool registered in 2010 and is committee-run. The pre-school operates from the community centre in Hatch Warren, Hampshire. It opens Monday to Friday, from 8.30am to 3pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The committee employs 13 staff, all of whom hold an appropriate childcare qualification from level 2 and above.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken that into account in their evaluation of the setting.
- The manager completed a learning walk with the inspector to discuss what she wants children to learn and how the provision is organised.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector reviewed relevant documentation, including the evidence of safer recruitment procedures and suitability of the adults working with the children.
- The inspector took account of the verbal and written feedback from parents and carers about the education and care their children receive.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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